

## ASPiH conference abstracts for IJoHS supplement 2023

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### EDITORIAL

#### ASPiH CONFERENCE 2023 – SUSTAINABLE SIMULATION

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In the past 2 years, ASPiH (Association for Simulated Practice in Healthcare) annual conferences offered a space for reflection on crucial topics central to simulation-based activities [1,2], and this year is no exception. The ASPiH 2023 theme is Sustainable Simulation. The term sustainable derives from the Latin word 'sustinere', which is a compound of 'sus-', a variant of 'sub-' meaning 'under', and 'tenere' meaning 'to hold' [3]. This etymology reflects the essence of sustainability, as it implies the idea of supporting or upholding something over time, ensuring its continuity and endurance. Considering its essence, sustainable simulation is about support and collaborative effort to ensure the longevity and effectiveness of health and care simulation activities. This may include human, physical and financial resources as well as environmental considerations.

The simulation community has been keen to share their reflections and strategies on how sustainability can support and enhance the quality and impact of health and care simulation activities. Many of the abstracts received demonstrate that our community is aware, concerned and actively developing sustainable solutions [4–15].

One of the primary aspects of sustainable simulation is resource efficiency. Health, care and educational institutions are often limited by budget constraints and environmental concerns. Sustainable simulation strategies help them make the most of their investments in simulation technology and facilities. By maximizing the utilization of their human resources, material, equipment and space, institutions can reduce costs and minimize their environmental footprint [4,5].

Moreover, sustainability in health and care simulation promotes the development of accessible, environmentally and economically responsible technological solutions. Low-cost solutions often involve finding affordable, non-disposable alternatives to expensive simulation tools and props. Durable, reusable materials, for example, drive both eco-friendly and cost-effectiveness goals simultaneously [6,7]. On the other hand, the use of cutting-edge technologies, such as virtual reality, provides immersive learning experiences while reducing the use of disposables, associated waste and travel [8,9].

Sustainable simulation also encourages collaborative partnerships among health, care and educational institutions, and industry stakeholders. These partnerships can facilitate the sharing of resources, expertise, best practices, and the development of standardized or innovative solutions. This collaborative approach ensures that health and care simulation activities maintain a high level of quality and relevance while conserving resources [10–12].

Furthermore, sustainable simulation aligns with the broader goals of health and care education and practice. By promoting resource efficiency and responsible use of technology, it prepares health and care professionals to be mindful of resource allocation at work. This is especially relevant in a world where sustainability and health and care outcomes are interconnected [13].

Sustainable simulation practices are inherently scalable. They can be adapted to accommodate growing student populations without a proportional increase in costs or environmental impact. This scalability is essential as health and care education strives to meet the rising demand for skilled professionals [14,15].

In conclusion, sustainable simulation is a pragmatic approach to improving health and care education and practice. By adopting sustainable practices in health and care simulation-based activities, we can ensure that these invaluable training tools remain accessible, effective and aligned with the evolving needs of health and care. As we move forward, let us embrace our evolving principles of sustainable simulation as means to elevate the quality and impact of health and care education, ultimately leading to better care and a more responsible use of resources.

We invite you to continue this reflection and call to action during the 2023 ASPiH Conference in Brighton, 6–8 November 2023, which has a vibrant and rich scientific programme, as illustrated by the abstracts selected for publication in this special issue of the International Journal of Healthcare Simulation.

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## ORIGINAL RESEARCH

### CONTENT

#### A1 INTERACTIVE SIMULATION TRAINING COURSE FOR PROFESSIONALS WORKING WITH CHILDREN AND ADOLESCENTS WITH EATING DISORDERS

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**Background and aim:** Research suggests that eating disorders (ED) in children and adolescents are on the rise [1]. One study found that the incidence of anorexia nervosa in young girls aged 10–14 years increased by 50% between 1980 and 2000 [2]. Another study reported a 119% increase in the number of hospitalizations for eating disorders in children aged 12 and under between 1999 and 2006 [3]. These statistics highlight the urgent need for improved prevention, early intervention and treatment of eating disorders in young people. This 1-day interactive simulation training course is designed to enhance the knowledge, confidence and skills of medical doctors, psychiatrists, RMNs, physical health nurses, dieticians, general practitioners and family therapists who are working with children and young people (CYP) with eating disorders.

**Methods:** This 1-day simulation course was delivered online. The course focuses on the assessment and management of CYP with ED, understanding the challenges faced by professionals in engaging CYP with ED in different settings, thinking about dynamics within family systems and in wider systems, and gaining a better understanding of capacity, consent and other conundrums. The course includes simulated scenarios played by trained actors to support the development of effective communication skills and Maudsley debrief model is employed to give participants feedback on their contributions and assist them in learning positively and constructively from their experience. Participants completed a pre- and post-course questionnaire measuring their confidence in course-specific skills and human factors

skills, as well as collecting qualitative feedback on their experience of the course and intention to apply the learning.

**Results:** Participants were asked to complete a pre-course and post-course questionnaire rating their knowledge, confidence and skills related to working with patients with eating disorders. Paired samples *t*-tests were conducted to analyse the difference in ratings between the pre- and post-course questionnaires. Results demonstrated a significant difference in the scores for course-specific questions between the pre-course ( $M = 25.48$ ,  $SD = 4.50$ ) and post-course ( $M = 32.44$ ,  $SD = 3.53$ ),  $t(12) = 46$   $p < .001$ , 95% CI [-8.11, -5.80]. 100% of the participants reported that they would recommend the course. **Conclusion:** The course was effective at improving participants' knowledge, confidence and skills in working with CYP with ED. The participants found the course useful for their clinical practice.

**Ethics statement:** Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

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### DESIGN

#### A2 PILOT OF COMMUNICATION SKILLS SIMULATION INCORPORATING GENDER-BASED VIOLENCE

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**Background and aim:** Over the last decade, there has been increasing awareness of the prevalence of gender-based violence with increasing recognition of its disproportionate impact on vulnerable adults and children [1]. When these vulnerable adults and children may present to services, healthcare professionals have an opportune position to recognize this and act as an agent to signpost these individuals to relevant services. Individuals suffering from gender-based violence prefer practitioners to ask about the possibility of violence as it is easier for them to disclose this in response to the question than to offer the information unprompted [2]. While communication skills are taught to various degrees in medical schools around the country, the authors of this project recognized that many medical schools did not address these issues in these sessions. Consequently, a communication-based skills day was developed that addressed this and offered an opportunity for training and simulation of scenarios.

**Aims:** These sessions aimed to improve students' confidence in recognizing indicators of abuse and asking individuals if they were subject to forms of violence or abuse.

**Methods:** A half-day teaching programme was produced for final year medical students. This comprised of a talk on the